Careers Policy

A Journey through life, learning and work.

Our Vision

Achievement for All.

Our Mission

To fulfil this through developing every child's independent pathway through life, learning and work.

This school is a Rights Respecting school and we support children's entitlement as expressed in the United Nations Convention on the Rights of the Child. The rights which apply to this policy are:

Right 2: Non discrimination
Right 3: The best interests of the child must be a top priority.
Right 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
Right 16: Every child has the right to privacy.

Equality Impact:
This policy has been written to ensure that all our children, parents and staff have access to relevant information about careers and future options. Every young person will be operating at a different level and our system for opportunity, support and encouragement ensures that the best possible outcomes are offered for their future.

Rationale:
"In current and future labour markets individuals will continue to experience new patterns of work, with changing expectations affecting the way we do things and how we behave. This has enormous implications for schools and colleges and their curriculum in helping students to look ahead and prepare themselves for a very different world."
Dr Deirdre Hughes OBE Chair of the National Careers Council and Commissioner, UK Commission for Employment & Skills

A young person's career is their pathway through life, learning and work. All our young people need a planned programme of activities to support them and their families make informed decisions and plan their learning journey, both in school and after they leave.

Sandgate School seeks to maximise the life chances of all our young people, it is crucial to prepare our young people and their families for life beyond school.

This policy aims to give clear commitment to a framework for Careers, Education, Information, Advice and Guidance (CEIAG) in KS 3,4 and 5 and build on the broad and balanced curriculum taught in Foundation Stage, Key Stage 1 and 2.

It is important that all students leave school aware of themselves as individuals, aware of the opportunities available to them and are supported to be able to make decisions about their future and own life. They

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should be prepared for the transition from fulltime education to the world beyond. Therefore, Careers will form aspects of all students personal and social development and be part of their curriculum.

Sandgate School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to further learning opportunities, jobs and careers that they will find engaging and rewarding.

Good CIEAG widens pupil's horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions throughout their life. This supports social mobility by improving opportunities for all young people.

Effective CEIAG will provide opportunities for pupils to:

- Investigate and implement career/post school prospects.
- Experience the working world and personalised opportunities.
- Understand how to keep safe in the world of work and where to go for help if it is needed.
- Have the skills, knowledge and support to make well-informed, realistic decisions.
- Where possible be supported to be able to plan their future choices and understand how to access information, advice and guidance to improve their life chances.
- Understand how their education is linked to their potential future choices.
- Make imaginative, creative and innovative use of new technologies to raise the quality of learning within the wider school curriculum.
- Give pupils opportunities to understand and explore values, beliefs and their own cultural and social values through the curriculum and links to SMSC, Cultural Capital, Personal Development and PSHE.
- Have access to and use platforms such as Skills Builder to develop Personal Development and Employability Skills.
- Have access to quality guidance through appropriate Support Services and Professional Bodies.

Statutory requirements:
All students in Years 7 to 14 at Sandgate are entitled to:

- Find out about their options and opportunities regarding their future. Part of our careers programme provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including further education, technical education, work opportunities and supported work opportunities and possible apprenticeships.
- Help and support to complete applications available and relevant to them.
- Have support from a trained careers advisor, such as a member of *Inspira*, to help inform and shape decisions.

(*Inspira* is a leading career management and personal development organisation operating in the North West of England, employed by Cumbria County Council to support Schools.)

Aims:

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"Career learning is a key means through which schools have supported young people to think about how their learning fits with their life beyond school. Career learning is not just a process of matching young people to the labour market, but rather a broad curriculum area (which is related to, but distinct from, other elements of personal, social, health and economic [PSHE] education and other subjects) that equips learners to manage their life and learning. It also complements career guidance, which is generally provided on an individual basis to support individual decision-making.

Careers 2020: Options for future careers work in English schools T. Hooley, J. Marriott, A.G. Watts and L. Coiffait

Sandgate School aims to maximise the benefits for every young person, supporting them to reach their full potential and give a sense of direction in their future life. Where possible the students will access the the world of work through available work related learning opportunities.

We aim to equip our students with skills for working life by promoting functional skills and independence. This forms the basis of the learning entitlement for all students in KS 3, 4 and 5. Improving motivation and attainment, self-esteem and developing long term realistic aspirations. Thus, preparing them for transition into adulthood.

The careers programme at Sandgate will aim to be delivered according to SEND Gatsby Benchmarks, a framework endorsed by the DfE and Careers Development Institute. This framework outlines the experiences and information each young person should have access to in order to make informed decisions about their future. We will aim to develop essential skills for life and improved employability through The Skills Builder Programme. Progress will be monitored through the SEND Gatsby Benchmarks, Skills Builder and using the Compass tracker.

We aim to continue to develop our relationships with Post 16 education and training providers, including F.E. Colleges, Right2Work, Oaklea Trust and Supported Internship opportunities to achieve the best possible progression for our students and their future. We also strive to seek out sympathetic employers for employment opportunities.

The careers lead will co-ordinate the programme and be a resource for staff, students and parents and inform of latest developments and opportunities. Communication will be key to raising aspirations, focusing on skills and inclusivity.

All members of staff at Sandgate School are expected to be aware of the policy and to be part of its implementation.

Entitlement

The careers programme is designed to meet the needs of students at Sandgate School. It is differentiated and personalised through regular discussions with staff, parents and other agencies at EHCP reviews and in the setting of IEP targets, to ensure progression through activities that are appropriate to students'

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stages of career learning, planning and development. It contributes to their Personal Development and Post 16 curriculum.

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism. It will provide additional support as required for any student with specific needs or identified as being at risk of becoming NEET. (Not in Education, Employment or Training). It will work with the relevant outside agencies to ensure continuity from Child to Adult Services to ensure the continued support and provision for students and their families.

Sandgate School will ensure that students are well prepared for the next stage of their education, training and or/employment. We will ensure that we provide timely, independent information, advice and guidance to assist students on their next steps in these areas. Students should have an informed understanding of the options and the challenges facing them as they move through the School and on to the next stage of their education and/or training. Transition programmes are developed to ensure the best possible transition occurs especially when moving to a new establishment.

Monitoring & Evaluation

Monitoring of CEIAG takes place through:

- The Careers Lead ensuring that the CEIAG programme is audited internally against the SEND Gatsby benchmarks and updating areas identified using the CEC Compass tool.
- Participation in a careers support group CLEP (Cumbria Local Enterprise Partnership).
- The Careers Lead implementing improvements where necessary following discussions with SLT or staff.
- Effectiveness reviews and feedback will be gathered from Staff, Students and Parents to further develop the programme.
- The Careers Lead will report on provision, activities and an evaluation to the Head teacher and link Governor for CEIAG at least once a year.

Areas of Responsibility

Head Teacher	Has an overview of the programme within the school. Will ensure all relevant Statutory documents are accessible on the School website, are maintained and up to date.
Governors	Ensure the School fulfils its statutory obligations, has a clear policy on CEIAG which is communicated and accessible to all. Understand the Sandgate Careers programme will be based on the guidance in the SEND Gatsby Benchmarks. Ensure that arrangements are in place to allow a range of educational and training providers to access pupils in KS 3, 4 and 5 and a relevant access policy is in place. A named member of the Governing body will liaise with the Head Teacher and Careers Lead and encourage employer engagement in the School.

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Careers Leader	Monitor and liaise with the Head Teacher and Governors. Create and maintain and evaluate the Schools Career programme. Complete the School Tracker and Compass data. Inform and update Staff regarding the school's careers programme. Implement the Skills Builder Platform to develop essential skills for Personal development and Employability – Staff training as necessary. Oversee the CEIAG programme delivery across KS3, 4 & 5 and ensure careers is part of the broad and balanced curriculum taught in EYFS, KS 1&2 (making links with PSHE/Dimensions topics where appropriate). Liaise with LAKES/SEAS/MEADOWS Leads at Sandgate to maintain up to date information regarding development, relevance and progression for their students to meet the statutory requirements for the Careers programme, including SEND Gatsby benchmarks, Compass, Ofsted and DfE.(where applicable) Further develop relationships with FE Colleges and other relevant agencies (eg. Oaklea Trust, Inspira) for the continued development and improvement of the Careers programme/opportunities offered at Sandgate School. Liaise with LAKES lead regarding maintaining records of qualifications gained and Destination Data for three years after students have left Sandgate School. (A statutory requirement)
Teachers	Deliver the careers programme - as part of the school curriculum through all subjects and PSHE/Dimensions/functional skills, developing cross curricular links where possible. Implement the Skills Builder platform (from KS3 upwards) Use prior learning of students to inform future planning relating to careers. Be involved in EHCP Reviews and discuss future aspirations and opportunities. Include a 'career-based target' in KS3, 4 & 5 reviews and IEP's Liaise with the Careers Lead regarding their students and the Careers programme.
Students	Will contribute to their annual EHCP review and complete their Student Voice expressing future career aspirations. They will develop a working relationship with their teacher, TA or Career Lead regarding career aspirations. Have access to information and visit/visitors to support their decision making. Meet with and discuss with a member of the Inspira team (Careers Advisor) to receive support and guidance towards their career choices and pathway for the future. (KS 3, 4, 5) Participate in Skills Builder activities and monitor their skill development(where possible) Identify their strengths and interests for their future. Give feedback to help evaluate the Careers programme on how effective it was for them.

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Parent involvement The School actively encourages parents to be involved in discussions through students EHCP annual reviews.

Options of future provision are provided and introductions to Social Services transfer from child to adult services are made along with involvement of agencies such as Inspira.

Parents will be notified about and encouraged to attend College Open Evenings, careers events or provider awareness sessions to keep informed and be able to discuss possible options with or for their son/daughter.

Be invited to relevant School Careers or information sessions – including ones from guest speakers.

Have access to relevant information on the school website and social media pages.

Give feedback to help evaluate the Careers programme.

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